

University of South Carolina Columbia

Act 629 – Summary Reports on Institutional Effectiveness
Fiscal Year 2008-2009

Reporting requirements for the 2009 Summary Report for Institutional Effectiveness were waived by [Budget Proviso 89.121](#), as passed by the General Assembly and sent to the Governor. Although USC Columbia did not submit the official Summary Report for Institutional Effectiveness to the Commission of Higher Education, we voluntarily continued our institutional assessment efforts as they are critical to effective planning and program improvement.

This report describes USC Columbia's Academic Program Assessment, Alumni Survey results, and Policies and procedures to ensure that academic programs support the economic development needs in the State by providing a technologically skilled workforce.

Academic Program Assessment

As part of our institutional assessment efforts, faculty within each academic program developed and implemented an assessment plan to measure achievement of student learning outcomes. All degree-granting programs submitted a report to the Office of Institutional Assessment and Compliance in June 2009 detailing the findings from their assessment activities and describing how they will use the assessment results to improve their programs.

Alumni Survey

During the spring of 2009, USC Columbia sent surveys to 1633 of our 2005-2006 graduates. Of these, 4 were returned due to bad addresses. By July, we had received 248 completed surveys, for a response rate of 15.2%. Most students indicated they were satisfied with their experiences at USC. A summary of responses to the questions is available at: <http://kudzu.ipr.sc.edu/effectiveness/performance/alumni/>.

Title II of the Federal Higher Education Act of 1998

Information regarding Title II is not yet available from the State Department of Education. When the information is released to the University, it will be available at: <http://kudzu.ipr.sc.edu/effectiveness/>.

Policies and Procedures to Ensure that Academic Programs Support the Economic Development Needs in the State by Providing a Technologically Skilled Workforce

As part of its mission, the University is resolved to enhance the industrial, economic, and cultural potential of the state so that South Carolina and the University can prosper together. All USC campuses play a vital role in the economy of South Carolina. A study by the Division of Research in the Moore School of Business that quantifies this economic impact can be found at <http://kudzu.ipr.sc.edu/effectiveness/uscimpact.pdf>.

Until recently, the University included a technology and computer use goal in its General Education Goals, which were established by the Provost's General Education Committee in 1993, following best practices at that time. The goal stated that students will be able to use computers and other technology to perform tasks appropriate to their major fields. Recent data from the University's 2008 Computer and Technology Survey suggests that this goal is in need of revision, as computer usage and skills have increased significantly over the years. According to this survey, 99% of students are bringing their own computers to campus, as compared to 57% in 1999.

The University of South Carolina is in the process of updating this curriculum, ensuring that it remains current and prepares students for productive and meaningful engagement as world citizens equipped for life-long learning. In 2008, the General Education Committee reduced the number of General Education

Goals to seven, removing the technology and computer use goal. In the spring of 2009, the Faculty Senate passed a new set of nine General Education Goals, one of which pertains to Information Literacy. The Information Literacy learning outcome states that students will be able to collect, manage and evaluate information using technology, and communicate findings. The General Education Committee soon will undertake the implementation of this new curriculum to ensure that the fully educated student will leave college knowing how to find and evaluate information as well as how to adapt to new and evolving information delivery technologies.